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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Surprising but True

THE most scientific comparison of school work today with seventy-five years ago reveals the surprising fact that in the schools of Boston today 85 per cent. of the time is spent on the same subjects as fifty years ago.

There is much more to read, more words to spell, more use for arithmetic, more to write about, more geography to learn, more health to achieve, more of every school science than fifty years ago.

Traditional school subjects require more school time, and the new subjects get more thought and more activities out of school than in.

More subjects were introduced into the schools between fifty and sixty years ago than in any other twenty years.

It is wholesome to challenge any one to prove that the schools of Boston devote more than 15 per cent. of the time to subjects not in the school course of study in 1880.

While it is probable that New England is more conservative than the West, it is certainly true that the critics of education today have no foundation for their wild statements about the time given to new subjects of the last fifty years.

A Salary Situation

THERE are more education situations today than ever before. Modern education has created situations never possible heretofore.

For illustration, a Massachusetts superintendent voluntarily reduced his salary from $4,000 to $3,000 on September 1, 1930, and it was not known publicly until January, 1931.

This would not have happened anywhere in the United States ten years ago. It might have happened anywhere in the United States in January, 1931, probably. It is one of the situations in modern education.

In September, 1927, an enterprising Massachusetts town wanted to elect a popular New Jersey superintendent. A double complication made it

impossible for Massachusetts to pay $4,000 in 1927, and equally impossible for the superintendent to get away from the New Jersey position.

Modern education had developed a wholly unusual procedure, and the Massachusetts town elected the New Jersey man conditionally at $3,000 till September, 1930, and $4,000 a year beginning September, 1930.

When September, 1930, arrived, the financial situation had radically changed, and it would have been unwise for the superintendent to have insisted upon the $4,000 basis, and he continued to draw on the $3,000 basis.

This situation will certainly have a moral effect upon the practice of other superintendents whose prospective salaries are involved.

Extremes Meet

IT IS INTERESTING that a year ago the concluding football game of the season, the Universities of Oregon and Florida, was played in Florida, and this February Dr. Elmer G. Fletcher, of the University of Oregon, was the delegate of his state at the first meeting of Institute of Inter-American Affairs at the University of Florida. It makes an impression upon our South American neighbors to see to what distance our people will go to domestic meetings as well as for Inter-American meetings.

Barnard College for Women, New York City, gives gymnasium credit to students who cannot stand strenuous activity and for whom a period of complete rest and relaxation is a tonic for strained nerves and emotions.

Evolution of Jasper Palmer

THE transformation of a schoolmaster in a decade has been as wonderful as in aviation.

In 1919 I went to the office window to look out and up if I heard an airplane. In 1930 I stepped into an airplane at Newark, New Jersey, at 9 a.m., and stepped out of it in Boston at 10.35, without the slightest sensation, no interest in the experience.

In 1921 I was interested in Jasper Palmer, principal of a new junior high school in Westchester County, New York, and wrote enthusiastically of the school and its principal.

In 1931 that principal is president of the Westchester County Teachers Association. The county has increased its population 176,000, fifty per cent.

There are 4,000 teachers, members of that County Association this year.

There will be two brief general sessions with speakers equal to any on a national program. There will be section meetings with programs worthy a national convention.

The programs of sections in music, art, physical education, health, vocation, practical arts, home economics, modern language, Latin, mathematics, general science, biology, library, social science, civics, were equal to any of those programs at the State Association in 1921.

The creator of all this is Jasper Palmer, who has given as much attention to every detail as any president ever gave to State Association.

Jasper Palmer of 1931 is as far above and beyond the Jasper Palmer of 1921 as my aviation experience of 1930 was beyond anything that was possible in 1920. This is simply a sample of the evolution of education and educators in the spirit of today.

Radcliffe has established ties between the college and the family by requesting a personal letter from each student's father regarding the tastes, aptitudes, personality, and mental attitudes of the daughter.

A Susan M. Dorsey Memorial

SCRIPPS College, Claremont, California, adds materially to the permanent influence of Mrs. Dorsey by the creation of the "Susan Miller Dorsey Residence Hall."

Scripps College is one of America's most important creations in modern education of women.

Its chief modern asset is the atmosphere of its physical equipment, which creates a spirit of new life, which develops a personal charm to the students.

While we have not seen this new Residence Hall, we know what it must be as an improvement upon what was ideal in every way before its creation.

Mrs. Dorsey gave the schools of Los Angeles a personal flavor they will never lose, and Scripps College proposes to absorb this personal spirit as the characteristic culture of the institution.

No greater memorial for Mrs. Dorsey could be passed on to the public of South California.

State Character Education

CONNECTICUT has a complete state plan for character education, and so far as we know, it is the only state that has adopted a complete plan with the State Department of Education at the head, and a great university creating and directing its activities.

There is every indication that nothing will be allowed to interfere with its perfect functioning.

If Connecticut stands by its activities, financed by the State Department, with Yale University keeping it true to its creative purpose, until it is in operation in every city, township, and school district, as it will soon be under present direction, Connecticut will literally lead the New World in character creation through its schools.

Two Famous School Board Members

By ALBERT E. WINSHIP

CHARLES A. GEIGER, St. Joseph, Missouri

WITHIN two years St. Joseph has become nationally famous in her school activities. The election of the superintendent, David Hopkins, to Congress in 1928 was a national sensation, but locally it was a brilliant demonstration of a united school sentiment which has been in evidence ever since.

A school bond issue of $2,180,000 was a really famous revelation of a new public sentiment. They have already dedicated a new Webster and a new Thomas A. Edison building, and will soon dedicate a $600,000 new senior high school building.

The first real achievement under the new spirit was the willingness of Charles A. Geiger and William A. Maxwell to serve on the city Board of Education, and Mr. Geiger was at once elected president of the school board, and he insisted that St. Joseph must have the latest best and the best latest in education.

Superintendent F. H. Barbee came from the assistant superintendency of Kansas City, Missouri, and the St. Joseph board has given him royal support in every way.

From the first Mr. Geiger insisted upon taking the public into the confidence of the school administration to the end that the public co-operate in every way.

At the opening Teachers' Institute in September last, Mr. Geiger offered a challenge to the principals, teachers and pupils for beautification of buildings and grounds. His enthusiasm and sincerity are showing splendid results. Through his efforts a revision of the tuition of non-resident pupils was made. While the tuition in the Junior College was doubled to meet the actual expense of instruction, the attendance at Junior College increased.

Fairness to consider carefully all proposals looking toward the betterment of the schools made by civic organizations or individuals is his most pronounced characteristic. His belief is that good schools can be had only when strictly fair and educational principles are adhered to.

Mr. Geiger is the head of one of the great grain companies of the Missouri Valley, and he is a recognized leader as a Missouri Valley booster. He is devoting his time, energy, and personal influence to making the schools of St. Joseph one of its greatest social, industrial, and civic assets.

O. A. ZOLLINGER, St. Joseph, Missouri

NO ONE has rendered St. Joseph, Missouri, a greater civic service through the schools than has O. A. Zollinger, who has served on the city School Board of Education for eleven years.

Mr. Zollinger has always insisted that St. Joseph's future has depended upon the schools. He came from St. Louis to St. Joseph thirty-four years ago, and has been a vital factor in the promotion of the shoe business of the city.

He was interested in everything for the benefit and pleasure of boys and girls of school age for several years before he was a member of the school board. This was why he was elected to the school board, and why he has been repeatedly elected during these eleven years. Four of these years he has been president of the board.

Most of the years when he was not president of the board he has been chairman of the finance committee. He has always had the confidence of the public.

Mr. Zollinger is naturally a man of affairs. He likes public service, has an interesting personality, estimates every issue from its public advantage. Fortunately, he instinctively, subconsciously, always relates every public question in its relation to the children, the teachers, the schools.

Some men similarly gifted use the resultant influence for personal or professional advantage, but Mr. Zollinger always uses personal influence for school promotion. This is the highest attainment of a friend of education.

Mr. Zollinger's early demonstration was marrying an attractive St. Joseph teacher. They have four daughters, three of whom live at home. They are college educated, and the Zollinger home is an education institution of St. Joseph.

Belding's Page

The Mind a Workshop

GENERATIONS of school teachers have been worshiping at the shrine of knowledge. They have said to themselves: "These children need to know certain things; they need to know them because they are to go out into a world where other people are equipped with similar knowledge; and they need to know them because 'Knowledge is power.'"

Knowledge may be power if one happens to have the required knowledge at the right time. But in the complex civilization of our day the notion that each child can be fortified while in school with the specific knowledge he is going to need to meet all of life's situations, has to be dismissed as an absurdity.

Only a small residue of knowledge has ever been retained by the average learner for actual use in the business of living. Often those who seemed to acquire the least knowledge in school have turned out the most competent to deal with the facts and circumstances of daily existence later.

Learning by rote passed for education at one time, but that was when the whole field of knowledge was much more limited than it now is; when schooling was taken by few except those who could stand the ordeal; and when children had broad and varied opportunities for development in the home, on the farm, or in the frontier community.

Self-discovery is more important to the child than the piling of his mental shelves with information. Not a warehouse of facts but a powerhouse and workshop is the educational equipment demanded by the conditions of our time.

To know where to look for knowledge and how to apply it when found, is to possess a higher power than bare knowledge alone supplies.

Great teachers have always been discoverers and developers of hidden power in the mind and soul of the learner. To such teachers the task has been as exciting as a successful quest of gold.

Gauging Vocational Demand

EDUCATIONAL authorities have an obvious but poorly defined responsibilty to match demand with supply in the many vocations for which they prepare their graduates.

What usually happens is this: The public awakens to the need of more trained workers in a given line. Salaries are high and men hard to find. Word gets around to young people choosing their careers and immediately there is a rush for the particular type of instruction which leads to the vocation indicated. Usually this rush continues beyond the point where it ought to stop, and the vocation becomes crowded. Thus has been produced an oversupply of trained nurses, of lawyers, and certain kinds of engineers. Normal schools in some parts of the country have glutted the market with teachers.

Rapidly coming into popularity just now are the courses in aviation which are offered in many of our colleges. Nearly 3,600 students are enrolled in these courses this year, representing an increase of one-third over last year. The number of colleges catering to this demand also grew from 62 to 74 within the year.

Aviation is so new and has such possibilities of rapid development, once the public really takes hold of it, that one would be rash to assert that there is going to be an oversupply of aviation engineers within the next five years. But the young people who go in for this sort of thing today should be made to realize that they are gambling upon an increase of demand which has not yet happened to an extent which warrants so many candidates.

The crux of the matter is the necessity that college officials study the probable requirements of the vocational markets and endeavor to guide students toward one occupational goal and away from another on the basis of known facts and conditions.

Snapping Out of Medievalism

EDUCATION, quite as much as religion, has felt the impact of the modern inquiring attitude which wears the convenient title "science."

The ancient and deep-rooted traditions of the schools have been undermined by serious questionings and thoughtful analyses. Few are the curricular subjects and few the methods of teaching that have not been challenged to show reasons for their being.

Much of education still adheres to tradition and manages to retain the support of its constituency without changing over to modern ways or accepting modern viewpoints. But the spirit of inquiry, the intention to weigh everything in its relation to the life of today and tomorrow, is abroad in the land. And this spirit is permeating education. This fact is one of the most hopeful signs of the times.

What Dr. Frederick B. Robinson of the College of the City of New York has predicated of present-day colleges is true of schools of all levels, scattered over this broad country: their curricula are no longer "a cut-and-dried piece of medieval ritual."

Auson W. Belding

Associate Editor.

GUEST SECTION

The Journal of Education Is Happy to Present the Following Group of Articles by Five Eminent Faculty Members of the

GRADUATE SCHOOL OF EDUCATION, HARVARD UNIVERSITY

A NEW CONCEPTION *of* Professional Preparation for Educational Careers

By HENRY W. HOLMES, Dean

THE Harvard School of Education appreciates the privilege of preparing material for a "guest number" of the Journal of Education. The present statement concerning the aims and character of the Harvard School is the first account of its principles that the school has put into print outside its own official documents—and university documents, as everyone knows, are somewhat shy, retiring affairs. A more popular statement may be forgiven for omitting altogether the technical detail that would go into a catalogue and emphasizing instead the general significance of the plan of work to which the School is now committed.

When the School was established, in 1920, it took over the procedures of the Division of Education of the Faculty of Arts and Sciences, out of which it grew. The Division had granted the A.M. on one year of study; the School set up its program for the Ed.M. on the same basis. The Division recommended its candidates for the Ph.D. on the traditional plan at Harvard—two years of graduate study, examinations in French and German, a set of preliminary examinations, a thesis, and a final examination: the School used the same procedure for the Ed. D. There was a separate Faculty of Education, on a graduate level, granting distinctive professional degrees. The Faculty of the School was somewhat larger than the staff of the Division. But the School did the same things the Division had been doing, in the same way.

No one had any fault to find with the faculty on this account, and the School became very promptly a "successful" institution. Registration rose from 120 in the first year to 529 seven years afterwards. The School had a generous endowment, and its income from that source, plus its fees from students, enabled it to accumulate surpluses after the first two years. Its "departmental balance" gradually became both a temptation and a challenge—a temptation to expand its instruction, a challenge to reconsider the basis on which it was operating. The faculty had, of course, been thinking about its plan of work, and had resisted the temptation to spend its entire income on extensions of its instruction until it was sure of its ground. The result of prolonged debate on fundamentals was an entirely new program, which went into effect in 1927. As may easily be surmised from what follows, the School is no longer under any temptation from excess of income! Instead, it must find new endowment if its new program is to become fully effective.

The new program makes the Ed.M. at Harvard a degree that stands for something very different from the Harvard A.M.—either the A.M. as it used to be given in education, or the A.M. as it is still given in other fields. The Harvard Ed.M. differs also from any other Master's degree in Education in the country, although the new Master's degree in Education at Yale (an A.M.) is the same in spirit and aims. The difference is not simply a difference in the time required to win the degree. That is now two years, whereas it used to be one year, and is still one year at other institutions, except at Yale, Johns Hopkins, and one or two other universities. More notable than the difference in the time required is the difference in the manner of *assessing the results*. The School now recommends its candidates for the Master's degree not simply on the basis of credits in courses, but

on the basis of a final test of knowledge and of power. In other words it seeks to determine whether or not the candidate has really been prepared for the work he proposes to do—whether or not he is actually ready to do it; and if he is not, he is not recommended for the degree. The School is trying to give some genuineness of meaning to the title "Master of Education."

There are two instruments by which the School measures the final effectiveness of a candidate's efforts—a general examination and apprenticeship. The general examination consists of two papers, a comprehensive paper, which tests the candidate's understanding of general educational problems, and a special-field paper, which tests his mastery of problems in the field in which he expects to work—whether it be in the teaching of English, the work of the school psychologist, the direction of a bureau of research, or the superintendency of schools. The candidate is apprenticed in his special field, which means that he gets some opportunity, under the supervision of the School, to work in that field while he is studying; and the School has the opportunity to see him in action and judge his personal qualities in relation to the job. In fine, a successful candidate for the degree under the new plan has met the test of sixteen half-courses of graduate grade, a general examination, and a requirement of practical apprenticeship. The School can now stand behind its graduates as competent practitioners—not master craftsmen, but well-prepared beginners, who will do good work from the start and have so firm a foundation that they are likely to have increasingly successful professional careers.

The School prescribes no particular courses. Every curriculum is entirely individual, and is made up under advice from a member of the faculty. It will clarify the matter if we follow through a typical curriculum. Let us suppose it to be a curriculum preparatory to a career as a classroom teacher of mathematics. Such a career might lead to the headship of a school department of mathematics, a supervisor's post in mathematics for a whole school system, or the training of teachers of mathematics. But the School emphatically insists on the value of its plan of training for those who expect to remain, and desire to remain, classroom teachers. The School could do nothing more important than to set a new standard in this country for the training of teachers *as teachers*.

In the first place, our candidate would be a college graduate, and he would not be accepted in the curriculum under discussion unless he had gone far enough in mathematics in college to warrant us in encouraging him to seek the Ed.M. in the teaching of that subject. But his adviser (in this case it would be Professor Ralph Beatley) would quite certainly suggest further work in mathematics, on a graduate level—and if necessary, this could be extended to one whole year of study. It might even result in an A.M. in mathematics—or the candidate might get credit with us for a year of study resulting in that degree, if it had already been conferred upon him. In any case, the first thing we wish to make sure of is the candidate's command of the subject he is to teach. If he cannot get what we think he ought to have in the courses offered at Harvard in mathematics, he may do independent tutorial work in the subject under Professor Beatley. His work in mathematics can be adapted individually to his needs.

Next he will be directed to general courses in Education. These will prepare him for the comprehensive paper of the general examination. If he has studied education before, he need not repeat at Harvard any course he has taken elsewhere; but the fact that he has "taken a course" is unimportant; he must carry his educational information and outlook with him, so organized that he can discuss intelligently the problems presented to him in the general examination. He must *know* Education.

Finally, he will study the teaching of mathematics and take his apprenticeship in that field. The special-field paper of the general examination will show how thoroughly his apprenticeship and his special courses have prepared him to handle problems of aim, value, method, and curriculum in the teaching of mathematics.

If the candidate passes his courses, succeeds in his apprenticeship, and passes the general examination, he is recommended for the degree. If he comes to the School directly from college and is a whole-time student for two years, he will then be twenty-three or twenty-four years old; and he will be prepared for continuous and effective service in the schools, without interruption for further professional training, except as he may later wish to take some work in a summer session, either in mathematics or in Education, to get "the latest word." The whole program can be done in summer sessions, if the student is courageous; it takes eight summers. A plan adopted by some students is to take one year in full residence and finish in the summer or on part time. The School continues, of course, to welcome experienced teachers, and the requirement of apprenticeship may be met by previous full-time service in the schools.

Why has the School set up a program so prolonged and so severe? Because the faculty believes that one of the greatest needs in American education is the need of thorough professional training for teachers and school officers, in advance of entrance upon service. An occupation that accepts persons who have little knowledge of the problems to be met and less skill in meeting them, that pays such

persons well at the start, that lets them awake to the need of training in mid-career and never raises their salaries to a really attractive level as they advance in years, has yet to achieve the status of a profession. Expertness in teaching is not appreciated in this country because there is very little of it. Americans—even college professors—wag their heads and talk about "personality" in teaching; and they repeat *ad nauseam* that teachers are born and not made. An institution that means business in conferring a "schoolmaster's degree" can—if the public will support its efforts—select an increasing number of persons fitted to teach and really prepare them to teach with power and skill. It can set a new standard in teaching. Perhaps that will help toward a more professional treatment of teachers—including higher salaries.

There is much more to be said about the new program of the Harvard School; especially about its procedure for the Ed.D., which is very different from that for the Ed.M. There is much to be said also about Ed.M. curricula at Harvard for principals, superintendents, and specialists in measurement, guidance, and other fields of work in education. But the courtesy of space in the Journal of Education has already been over-taxed, and other matters must await other occasions.

In the accompanying articles, four members of the Harvard Faculty of Education have expressed themselves on topics of kindred interest.

The Commission on English

Its Prescribed Task and Its Method of Work

By CHARLES SWAIN THOMAS

Associate Professor of Education

IN THE Spring of 1929 the Committee of Review of the College Entrance Examination Board authorized the appointment of a Commission on English to consist of the following members:—

Charles Swain Thomas, Graduate School of Education, Harvard University (chairman).

Ralph P. Boas, Wheaton College, Norton, Mass., and the Fieldston School, New York City.

Jack R. Crawford, Yale University, New Haven, Conn.

Oscar C. Gallagher, superintendent of schools, Brookline, Mass.

Carolyn M. Gerrish, Girls' Latin School, Boston, Mass.

W. W. Hatfield, Chicago Normal College, Chicago, Ill.

Arthur W. Leonard, Phillips Academy, Andover, Mass.

Benton S. Monroe, Cornell University, Ithaca, New York.

Alice D. Snyder, Vassar College, Poughkeepsie, New York.

The Commission was empowered to make a thorough investigation of the examinations in English—both the restricted and the comprehensive—and to report the findings and the recommendations to the Committee of Review.

Early in its survey of the problem the Commission decided that, above all, its function should be that of an impartial investigator. It was, of course, not acting in the capacity of employed counsel; it had no established thesis to maintain; it had no special tradition, no special policies, to defend. Present practices were in no sense sacrosanct. The Commission would simply seek to discover and assemble relevant facts; then, with the facts before it, the Commission would attempt to analyze the data carefully, formulate its convictions, and later make to the Committee of Review such summaries and such recommendations as the revealed situation seemed to warrant.

Many major problems, such as those that follow, quickly pressed for solution:—

1. What are the main tendencies that have marked the development of the English examinations conducted by the Board?
2. (a) Are there inherent educational values in the English examinations—those set by the school, by the Board, or by other agencies—which English teachers themselves have not generally recognized?
   (b) What is the general nature of the adverse criticisms currently directed against the Board's English examinations? Does this criticism centre on the questions themselves or on the marking of the answer-books? Are accurate standards in subjective marking possible?
3. Would more satisfactory results be secured if certain parts of the paper were made up of questions that could be objectively graded?
4. What are the present distinguishing features of the restricted and the comprehensive examinations? Is the Board justified in maintaining the two types?
5. Has there been a tendency in recent years to

allow the modern literature to usurp areas that properly belong to the older, the "classic" order? Should an examination system of the Board's devising attempt to regulate and adjust these relationships?

6. Should the Board undertake to explain the assumptions on which its examinations are based?
7. How accurately do the present English examinations predict the candidate's success in college English? How does this recorded prediction compare with the prognostic value of school marks? Or with the prognostic value of the Scholastic Aptitude Test, or with other measures of ability and achievement? Is it possible, by working out partial correlations, to introduce a combination of measures that will be more accurate than any single prognostic instrument?

The foregoing list is, of course, only representative of the type of major topics that very soon rose to the surface. They proved immediately challenging; they revealed to the members that while each question might be quickly and casually answered in an *ex cathedra* way, such a method would, in the present project, be wholly unsatisfactory; there were too many interests involved to warrant casual, subjective conclusions. Moreover, the Commission had available for study the Board's experience of twenty-eight years; there were available, too, data gathered by other educational agencies. And more important still, there were ready at hand methods of objective investigation which the recent years have perfected. In the various chapters of the Commission's report, which has not yet been presented to the Committee of Review, the use of some of these methods and some of these data should be apparent.

For over a year the Commission has been actively at work, and the final report is nearing completion. Its findings will probably reveal the fact that the grades which a student makes on the entrance examination in English correlate poorly with that student's English marks. A more accurate measure is offered by the Scholastic Aptitude Test, also sponsored by the College Entrance Examination Board.

But many teachers of English feel that the present comprehensive examination, even though its prognostic value be slight, is nevertheless a type of examination which should be continued. It offers a valuable guide to the teaching of English; it throws no undue emphasis upon literary knowledge; it demands the cultivation of power in English—power to interpret the printed page, power to present in proper form the results of organized thinking upon a given topic.

The entire report which the Commission will present will be a voluminous document. It will contain a mass of material, both statistical and philosophical, that will prove of value to all who are interested in the teaching of English in our schools and colleges.

Preparation of Modern Language Teachers

By LOUIS J. A. MERCIER
Associate Professor of French and Education

THE absolute need of the study of teaching techniques and of a general outlook on the problems of teaching as distinct from the no less necessary command of the subject to be taught is not yet recognized as it should be in many quarters. Teaching is still too generally thought of as the teaching of subjects, whereas necessarily teaching is primarily the development of human beings. The privilege and opportunity of Schools of Education is precisely to work for this shift in outlook on the part of all those who aspire to teach; in short, to make prospective teachers realize that teaching is a profession, that the teacher is a practitioner as truly as the surgeon or sculptor, that the subject he teaches is but the tool with which he works, that he necessarily modifies the human beings before him for good or ill. His action cannot be neutral. Either he develops or he stunts and even cripples often beyond hope of recovery.

Through the failure to understand this, too many college graduates still enter the profession not only with a vague hold on the subject they would teach, but unaware that they don't know how to teach; that they ought to know how, and that, because they don't know how, they are going to victimize their unfortunate students, utterly, for at least two or three years and at least partially thereafter. Superorganization for the production of all material goods has been worked out with the utmost care, but even elementary organization for the development of human beings is still largely neglected. This state of affairs is often casually dismissed by optimistic statements such as that good teachers are born; that teaching is not a science, but an art; as if it were not true that if good artists, as even good ballplayers, are born, they must learn the techniques of their arts or never produce anything of value. Original capacity for the practice of any profession will, of course, always vary, but only definite preparation for the exercise of a given profession will make the

most of natural gifts. The loss to the individual and society through the consequent hit-or-miss, blundering teaching by people who have never been awakened to these facts is truly appalling.

The Harvard Graduate School of Education has boldly chosen to meet these issues by positing two years of professional preparation for the teaching of any subject, one year of which may be further study of the subject to be taught, which means the equivalent of the requirement for the A.M. degree in that subject. This requirement is so liberally administered for modern languages that it allows the student, once he or she has taken the available appropriate courses at Harvard or Radcliffe College, or some other institution of good standing, whether as an undergraduate or graduate, to complete the subject preparation in other institutions, preferably abroad.

This enables us to require of our students not only a broad development, as undergraduates and graduates, both in general culture and in their special subject, to be made up by extra courses if insufficient, but a practical command of the language they would make their specialty. Although, unless they have been abroad, they can hardly be expected to have an absolute command of the language for free conversational purposes, they are required, as a minimum, to have secured a standard pronunciation, the capacity to read stories and poems so as to make a class appreciate them, to handle freely, orally, the grammar and reading material of the high school program, in short to have the command of the language necessary for its teaching by oral methods.

The eight semester courses, or one full year's work, remaining as required preparation for the General Examination for the Ed.M. are not too many to give prospective teachers the necessary professional point of view. This work would naturally include an introduction to the general problems of the high school, with at least an acquaintance with the history and philosophy of education; some work in general and educational psychology; a special course in the teaching of the special subject, including the study of the principles involved; a critical examination of the history and current discussions of methods, and the working out of definite procedures and programs; and, finally, some acquaintance with the technique of educational measurements and practice-teaching under supervision.

Students graduating from such a combination of courses will evidently enter upon their teaching career in a very different spirit from those who, upon leaving college, apply for a teaching position because "they think they want to teach," or because teaching positions are more readily available than others, or, especially for women, offer shorter hours with equal pay. Far from looking upon their work as a mere bread-and-butter proposition and a reckless adventuring into the unknown, they will understand what has been done before them in their field; they will know in advance its special problems and will have some principles for solving them in the varying conditions with which they may be confronted; they will have a definite idea of what objectives can be reached and how to reach them. Their work will be organized instead of haphazard. They will visualize themselves as part of a school system familiar to them as a whole, for the development of pupils; they will plan definitely to do their share in this development, and they will be able to differentiate between the causes that may prevent them from reaching the ends which they know are practical since they have been reached by good teachers. They will, of course, still make mistakes, but they will from the start work intelligently.

To countenance the presence of teachers in the classroom unprepared to face their task with some such professional outlook is to condemn children not only to remain short of the development they might have attained but to be positively harmed by the failure to secure the knowledge, skills, and consequent interests to which they are entitled. But to send into the schools young people who have first been inspired by the prospect of opportunities they are prepared to meet is to insure a constantly improving level of teaching, because teachers so started will not only continue to grow, but will eventually make some contribution of their own toward the perfecting of the teaching of their subject. They will return to summer schools to compare their own experiences with those of others; they will work for opportunities to travel abroad; in short, instead of sinking into the routine of least effort into which professionally unawakened teachers so inevitably fall, they will remain ever active and progressive.

At least, such has been our encouraging experience at the Harvard Graduate School of Education. Students in the teaching of French, now ten years out or even less, are annually sending into college students stimulated by and ready to follow their example. For in proportion as the vicious circle (unprofessional teachers—crippled pupils) is broken up by the increasing number of trained teachers in the schools, the recruiting and preparation of new teachers will be facilitated. Every four years we have a new generation of students, and we can already talk in terms of results accomplished.

The School has hitherto exercised its influence largely over teachers already in service. It is to be hoped that it will continue to do so. For instance, a seminar in special problems in the teaching of French is provided to which heads of departments and other advanced teachers can bring their problems for studies which often are

the occasion of developing new methods of approach. Past students are also encouraged to keep in touch with the School through correspondence and reports upon their work in the field. In fact, personal conference with past and present students is already seen to be a field of opportunity which cannot be neglected. The tutorial method which has proved such a success at Harvard College is bound to influence the graduate schools. But the hope of our reorganization, already realized beyond our expectations, is that recent graduates will at once understand, as they already do for other professions, that graduation from college is to be followed by a special preparation before entering the profession of teaching. Far from being a departure that would compete with the graduate work in the several fields, a professional preparation in Education that gives full recognition to the subject-matter will only help to lift the level of graduate work in general, both directly and even more so, indirectly, through raising the level of the preparation of students who enter college. The rapid betterment of American education can already be seen to depend upon an ever closer co-operation between the college faculties and the schools of education.

High School Principal or School Custodian

By BANCROFT BEATLEY
and FRANCIS TROW SPAULDING
Associate Professors of Education

BEFORE the days of supervisors of English, directors of commercial education, deans of girls, vocational counselors, school psychologists, and school nurses, the high school principal had a real job. There were no specialists to accept the responsibility for the destinies of their respective fields. If a problem arose which today would automatically devolve upon a specialist, the principal attacked it if, when, and as he could. But the multiplication of administrative and directive positions in secondary education in recent years may properly lead one to raise the question: "Is not the high school principal in danger of losing his job?"

Fortunately for the principal, there are certain phases of his work upon which specialists have shown little or no tendency to encroach. In the making of the schedule of recitations, the checking of attendance and tardiness, the recording of school marks, the policing of school grounds, the regulation of participation in interscholastic athletics, the answering of questionnaires, and the entertainment of visitors, the principal still finds himself granted sole initiative and responsibility. Nor is any future specialist likely to demand a major share in such tasks as these. And since some one will always be needed to see that the wheels of administrative machinery within the school function smoothly, it is fair to assume that the high school principal will always have a job.

But although the principal need have no fear of losing his job through the transfer of all of his former duties to specialists, he is even now seriously in danger of losing the dignity and value of his position. He is likely to be content with the acquisition of skills in administrative routine, and, in his absorption with mechanical details, to lose sight of the need for educational leadership in coordinating the activities of specialists. The literature in high-school administration and the courses in some of our schools of education have popularized the idea that the principalship is a job requiring primarily skill in routine. The result is that we have probably an adequate supply of people who are capable of running high schools with a minimum of friction. Unfortunately our educational literature has not succeeded in popularizing the idea that the high-school principal should be a constructive educational force in the community. Hence a serious danger does indeed threaten the principal, not from the encroachment of specialists on his preserves, but rather from his own failure to realize what the job of generalist demands and the kind of professional training it requires.

If the principal of the future is to be more than a dignified school custodian, he must see in his position the opportunity for influencing in important ways the entire school education of the individual pupils entrusted to his care. In a sense, every specialist in a phase of secondary education is directly concerned only with the pupil's development in his special field. The principal, as a generalist, must consider as his particular problem the total effect on the individual of all the varied school experiences to which the pupil is subjected. This means in practice that the principal must consciously formulate a plan for the development of the school—a plan which aims at the achievement of an educational ideal. The principal must be more than an administrator. He must know what kind of secondary education is essential to the progress of the American State; he must be able to determine with fair precision the strengths and weaknesses of his own school; he must be able to define the directions in which further progress should be sought.

If the major function of the high-school princi-

pal is conceived to be the co-ordination of all the activities of the school in the pursuit of an educational ideal, it follows that the principal should possess certain abilities in which few, if any, of his associates are his equal. Certainly none should surpass him in these abilities. The principal should, for example, understand and be able to cope with the fundamental problems of the curriculum in a manner that will command the respect of the members of his staff and of the community at large. How many high-school principals have shown that they possess such ability? And this is only one of many responsibilities which properly devolve upon the principal. How many principals thoroughly understand, in addition, what constitutes good teaching; and of those who do, how many are truly competent to improve the teaching of their staffs? How many principals are prepared to analyze the curricular needs of pupils, to study systematically pupil progress through the high school, and to judge the value of the education received in terms of its contribution to the progress of the state? Is the high-school principal in general competent to make a searching analysis of the community program of secondary education, to conduct research designed to test the effectiveness of the school, to outline the steps in the development of a more effective program, and to persuade the community of the soundness of his judgments?

If the high-school principal is to be capable of filling the important place in the school system which this recital of his major duties implies, his training for his post must be of a very fundamental character. He must be a competent student of social science, particularly in the fields of government, economics, and sociology. He must possess a consistent and sound philosophy of secondary education gained through an integrated study of the problems of child development, the evolution of the state, and the functions of the secondary school in achieving individual and social progress. He must be a master of the principles of learning and teaching, since the school achieves its purpose only as these processes are effectively carried out. Not until the principal or prospective principal has laid this foundation and developed his own conception of what secondary education ought to become is he ready to consider in detail the means for achieving the end. Even then, it will be more important to consider first the "what" and the "why" of administrative and supervisory problems than to deal immediately with the "how."

Unless the basic training in social science and in educational theory just outlined has preceded the principal's appointment to his position, it is unlikely that extended years of experience will have greatly enhanced his value to the community. Many principals in service naively assume that the fact that they are principals establishes their standing as educational leaders, and that their only need for further training lies in keeping up-to-date with "the best" administrative practices. It is too much to hope, therefore, that courses such as Education 221F, *Pupil Accounting in the Secondary School,* and Education 221G, *The Making of the Schedule of Recitations in the Four-Year Urban High School* will be withdrawn from the offering of some of our schools of education. There are so many principals who conceive their training as the development of formal skills in administrative detail that, for a long time to come, there will be a demand for such courses. We ought to hope, however, that there will be increasing demand for Education 6, *The Fundamental Problems of Teaching and Learning,* and Education 7, *Secondary Education in the American State*—courses which force the principal to wrestle with the basic educational issues of the secondary school. Only as the principal conceives his training in this fundamental manner, is he at all certain of maintaining the value of his job.

What Ailed the Child

A Story

By LINA C. VENABLE

THE ex-teacher was called in from the garden, one morning in June, to meet a mother who seemed in deep distress.

"I've heard," she said, "that you take children who have fallen behind in school, and help them make their grade. I have a boy ten years old who has never got past the First Reader. He has been in country school and in town school. I sent him two summer terms. The teachers say he cannot learn to read. I took him to a doctor, and told what trouble he was having in school, and the doctor said I might as well give him up, for the child had some brain cells missing, and he never would be able to learn anything.

"But he does learn some things, and I believe he ought to learn to read. Won't you try to teach him, this summer?"

The ex-teacher had been counted a success in her primary work until she was driven from the schoolroom by her approaching deafness. She had started almost a thousand little beginners on the road to learning, and even though she had had a crowded classroom, she had tried to find time to help each one of the children overcome his special difficulties.

She doubted if she had ever found a child whose "brain cells were missing" as hopelessly as reported in this case, so here was a unique problem for her.

"I don't know," she answered the anxious mother, "what I can do for a boy like your Gilbert, but you send him to me next Monday morning."

Before Monday the teacher had engaged a little neighbor boy, Mark, just through the first grade, to come also to her school, so that there might be companionship and wholesome competition for the backward pupil.

Gilbert came early Monday morning, and, after a brief period of getting acquainted, the work of the strange school began.

First, the boys were asked to run a race to the corner and back, and in this they finished even. Then the teacher explained a word race, to see which boy could name soonest the words as she pointed with her pencil. Mark won that, but a similar number race was won by Gilbert, who, having come out ahead in one contest, felt an awakened self-esteem.

Then the boys were sent out into the garden, and were asked to report, when they came back, all the names of fruits or vegetables they could recall.

Gilbert had an extended list, thus showing good powers of memory and of observation.

On other mornings, if the boys came early, they had a chance to share the garden work for awhile, picking berries, pulling weeds, and the like. Gilbert took pride in the garden, as though he owned it. He seemed energetic, and was interested in the work for a little time, but like any boy of ten, his interest was readily diverted and his enthusiasm was not lasting.

Hand work alternated with book work. The boys made paper money to play store, and each was given a box to fit with partitions for a cash-box, to hold the little paper discs. They were sent out under the trees to do their "manual training lesson," and worked busily and happily on their boxes for twenty minutes or more, when they were called back to the house for another lesson. Gilbert was not unskillful with hand work, and took pride in anything he was told he did well. Probably his deficiencies had loomed so far above his few achievements that praise had been unknown throughout his school life. He reported home conversations that showed his family to be intelligent, and he got as much meaning from what he heard as any ten-year-old.

He came to school one morning bursting with a new idea. A preacher had been at their house the night before, and had contended that in the then recent world war the Germans had been vanquished by the hand of God.

"We won the war because we could pray!" proclaimed Gilbert.

"Couldn't the Germans pray, too?" he was asked.

"Yes, but nobody could understand them."

After two or three weeks' study of this little human problem the teacher was forced to conclude that he was normal in most respects; that his difficulty arose from the fact that he did not like to read; that his First Reader was distasteful to him. After four years spent with it, was that surprising?

One day the teacher read the boys a rather grown-up story of the wonders of radium, and of Madame Curie's long labors leading to its discovery. Gilbert was interested, and asked to borrow the magazine to take to his mother, "because," as he said, "if she reads that she'll learn something." He wanted to "learn something" when he read, and the babyish sentences in his First Reader gave him little hope of that. He was a child of ordinary mental equipment—why could he not read?

After he had begun to look forward eagerly to a story hour when the teacher read the boys the most thrilling magazine articles she could find, she said to her problem pupil:—

"Gilbert, it would be worth while for you to learn all these words, if they do not seem easy, so you can be promoted next fall, and get some new books. You ought to have a good time, when you can read so many stories."

His face brightened at the prospect, but fell as she went on to say:—

"Now say this list of words for me. You will never be a good reader unless you know every word as soon as you see it."

The boy said about five words, then halted, choked and stammered. The teacher marked the word that had halted him, pointed on down the line, and the same thing happened after every few words. Each word that seemed too difficult for him was marked, then he was told to take his book home, and to learn, in some way, to recognize and pronounce them.

He seized the book, and at once named those same words without besitation, for that seemed to him less difficult than to take his book home.

"I never did read any at school," he said. "The teacher always let somebody else read."

No teacher, overcrowded for time, need be too severely criticised if she allowed some other child to read promptly, instead of delaying the whole class while Gilbert stood and stammered, a pretense to help himself to evade the reading that he knew he did poorly.

His "playing can't" had been a success from his point of view, but these small subterfuges had woven deceit and inattention and laziness into his moral makeup in these four wasted years of school life; it would be for his good to find he at last had a teacher who could not be fooled thus.

She had discovered by this time that he was actually clever; bright and tricky at finding ways to escape the things he did not want to do. One day, when he seemed less attentive than usual, she said to him:—

"Do you think, Gilbert, it would be honest for me to take your mother's money for teaching you, when you do not try to learn? Just take your books and go home."

He began to whimper that his mother would send him right back, but the teacher was firm, so he went home, sniffling and whining.

He was not asked to carry a note to his mother, but the note reached her by afternoon mail, and in a talk that evening the mother and the teacher came to a full understanding as to Gilbert's pretenses.

When he came back next morning the teacher did not allude to anything that had happened, for she knew that much speech to a naughty child makes action less forceful. The new day brought its new chance.

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Gilbert had a different attitude from that time. He had known he was accounted different from the other children, but that had brought him no shame. His unwillingness was rated as disability, and he hid behind that as an excuse for his backwardness, but this summer's work gave him a chance to face his shortcomings, and the moral response was worth more than his newly acquired improvement in reading.

The teacher's garden was not so perfectly kept that summer as it had been in former years, but if, in those morning hours, she had helped to uproot weeds and tares in one child life, and had planted seeds of honesty and good habits of work and study, she had done a season's best work.

When she heard, in the months following, that her perplexing pupil was able to keep up with his class in the public school and was fitting well into its program, she had grounds for hope that there would be one more useful citizen in days to come, one less mental and moral delinquent, to be cared for at the expense of the state.

She knows some of the teachers who had dealt with Gilbert before he came to her, and she likes to pass on to them her summing up of the situation:—

"Don't ever say there's a missing cell
Until you have studied the pupil well."

A Guide Is Indispensable

By WORCESTER WARREN
Superintendent, Bridgeport, Conn.

IN THE Journal of Education I read the following comment:—

"Thomas A. Edison, Henry Ford, and Harvey S. Firestone, three of the most interesting successful self-made men in the country, have established the fact that a guide is the most important factor in an emergency.

"One of the questions conceived an elderly scientist, his wife, two guides, the boy's sweetheart, his best friend, and himself lost, and so circumstanced that only three could get out. Which three would be selected by the candidate for the Edison scholarship?

"Messrs. Edison, Ford and Firestone agreed that no answer would be acceptable unless one of the three was a guide.

"We resist the temptation to moralize about the responsibility of parents, preachers, and other guides of youth."

Time was when educational procedure was characterized by:—

1. Memorizing and repeating from a textbook.
2. Making indelible impressions on the children's minds.
3. Throwing children into contact with courses of instruction and leaving them there to sink or swim.

We do not believe in this nowadays. We believe that teaching is guidance.

I should like to say just a few words on the teacher as a guide.

The teacher guide has a goal before her which has evolved from a philosophy of life and a philosophy of education. Every teacher who is not simply going through the motions has this in a more or less hazy way. Every teacher should consciously make it definite and concrete.

The child who learns has a goal. Education is growth as a result of meaningful, purposeful activity. The teacher guide is able to identify child desires with her goals. When skillfully identified the goal becomes a challenge greater than which there is no motive.

The teacher guide is an authority who can provide a wealth of materials with which to challenge. These materials she draws from life, not the textbook alone. The teacher who knows only the textbook knows little.

The teacher guide is an expert who can suggest numerous activities by which a child can learn. She so sets the stage that activities are provided in accordance with the varying interests and abilities of her charges.

The teacher guide realizes the necessity of starting upon an expedition, beginning an activity, with understanding. She takes ample time to explain. She gives definite and specific directions. She anticipates difficulties. She recognizes differences in ability to follow directions, some need to learn by practice while others can work independently from directions. Ability to work independently is a skill she seeks to develop in all.

I am thinking of a very successful teacher in the field of mathematics who is particularly careful that her pupils approach new problems with understanding.

To work independently the teacher guide has concern for helping the pupils to develop effective ways of doing things. Effective methods in mathematics are different from effective methods in social sciences. Effective methods for one pupil may not be effective for another. As a guide this teacher is concerned with helping each pupil work to his maximum of efficiency in every activity.

Guides who succeed, for whom there is a demand, are known for their readiness and skill in encouragement. Every newcomer passing along the trail for the first time encounters difficulties. Sometimes he needs help of a very definite and concrete nature. More often he needs the encouragement which restores the self-confidence necessary to enable him to overcome the difficulty by his own efforts. Even laziness can be overcome with sympathetic treatment. In dealing with failures consideration should be given not only to individual differences in native ability but also to differences of opportunity. In cases where lack of opportunity seems to be the cause as much attention should be given to remedying the cause as to holding the pupil responsible for the failure.

The teacher guide adequately but judiciously recognizes pupil accomplishment. In fact, by identifying his goals with hers she makes it possible for the pupil to recognize his own accomplishment. There is no greater joy than the satisfaction of having done something worthwhile well.

The teacher guide in her study of the individual differences of pupils is alert to discover innate qualities of strength as well as innate qualities of weakness. To these she gives every opportunity for development. Activity is her motto.

The teacher guide by every word and deed inspires trust and confidence. Her control is not by force nor by authority but by a power of greater magnitude. As I said of a teacher who recently passed from us, no greater tribute could be paid to her than to say, she loved her pupils and they loved her.

These thoughts are commonplace. They are what we all believe.

They Say

FRANKLIN D. ROOSEVELT:—

"In a political sense, the people in the city and those in the country have not been speaking the same language."

ALBERT EINSTEIN:—

"I never before realized the significance of relativity as much as in New York, where hours pass like so many seconds."

ISHBEL MacDONALD:—

"The majority of women secretaries are not only secretaries to their employers, but mothers as well."

NICHOLAS MURRAY BUTLER:—

"The major problem of human society is to combine that degree of liberty without which law is tyranny with that degree of law without which liberty becomes license."

THOMAS A. EDISON:—

"Eighty per cent. of our deaths are due to overeating."

PROFESSOR WILLIAM LYON PHELPS:—

"No statesman in the world today equals in ability any one of half a dozen of those Americans who built our Constitution."

WILL ROGERS:—

"Peace is like prosperity. There is mighty few nations that can stand it."

SINCLAIR LEWIS:—

"Intellectually I know America is no better than any other country; emotionally I know she is better than every other country."

IRVING T. BUSH:—

"A little hard luck never hurts any one, for it builds character."

WILLIAM ALLEN WHITE:—

"The luxuries of the last generation are the comforts of this and the comforts of our fathers are the necessities of their children."

ABBE ERNEST DIMNET:—

"The chief fault in America is that with eighteen people in a room, there will be nine subjects of conversation."

JAMES F. HOSIC, Teachers College, Columbia University:—

"Style in educational nomenclature changes almost as rapidly as the varying modes in dress."

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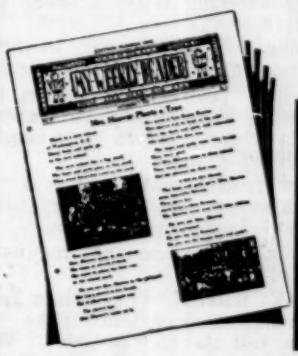

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Tribute to My Teacher

By ARTHUR DEAN

Forty-three years ago I was a boy and he was a man. He must have been a very young man then because in body and spirit he is a young man to-day.

He was our new teacher of shop work. How well I remember his first day of teaching!

He was one of those "green" teachers without experience. I was one of a group of boys who were experienced in handling "green" teachers. How little he knew of what was coming to him!

We knew this green teacher didn't know anything and we thought — as was the custom in dealing with inexperienced teachers — that we knew how "to get his goat."

It was a case of experienced boys lined up against a green teacher.

We tried the usual tricks. They didn't work. Alas, there was no goat to get!

We soon found that he had a skill of hand beyond that of the proverbial Yankee.

We discovered that his sensitive finger tips could feel the irregular pulse of a delicate watch and make it respond to his repairing skill.

Beyond the delicate touch there was a strength of arm that could forge glowing iron into devious shapes for the hearthstone.

Beyond this skill of hand and strength of arm there was a mind which grasped everything technical, and beyond the mind there was a spirit which was sincere, honest, and youthful.

It was this spirit which caught us. It was expressed in a peculiar chuckle in his speech, a friendly chuckle — "A LAUGH TO ONE'S SELF" the dictionary defines it.

I never knew him to laugh at another. His touch was always friendly. If he did an especially clever bit of work his only comment was a chuckle. He was laughing at himself.

He never laughed at us. I've seen him angry — yes, very angry. I used the school circular saw once without permission. I expected a torrential storm of words; I got nothing but a chuckle. But that chuckle was my call-down.

He was the most gifted man with his hands I have ever seen. He built practically all of the early equipment of the mechanical laboratory at Tufts College. He build an automobile in the days when the repair box needed to be larger than the car. He built with his own hands a beautiful home. He could make anything and repair anything. His hands were the most intelligent ones I have ever seen.

As a teacher he was superb. Show you? Yes! Tell you? Surely! But beyond the telling and showing teacher there was the man who was ever youthful and always inspiring a boy to do his best. "Half best" was not in his vocabulary.

I have spoken of this teacher in the past tense because by the time this gets into print he will no longer be called a teacher. He is "retiring" (whatever that means).

I know what "retirement" means to some teachers. To one it means: "I am going to do what I have always wanted to do." To him I say: "Better do what you want to do while you are very much alive and not postpone living until you are nearly through with life."

To another "retirement" means a "much earned rest." To him one might say: "Get your rest every day and every year, for that means good work while working and not a good loaf when loafing."

To still another "retirement" means: "At last I am free." But what a statement from a teacher!!

GEORGE FURBISH, who retires from a high school faculty, "re-tired" long ago. When I knew him as my teacher he "re-tired" in the same sense that the rubber advertisements tell us to "re-tire." When George Furbish studied nights that he might teach us days he was "re-tiring" that he might run the better on his educational wheels.

Mr. Furbish has always been of a "retiring" nature. How many of his old pupils know what he built in Woodbury with his own hands? How many other teachers have you seen who "did good by stealth and blushed to find it fame"?

In the words of Fielding I might address Mr. Furbish: "Thy modesty's a candle to thy merit."

It is hard to tell young people that it is worth while thinking about the days when they will be "through with work." It's useless. They are full of futures without thought of that future which includes no future.

There comes a time when we think we are "through with work." To some this means dropping everything — even life itself. To others it means the loss of a pay check and nothing more. To such life goes on just as it did. A chuckle and a smile. A bit of work to do. A garden of fruit and flowers. A new idea in a mind always active. A spirit ever young. And friends "who make salt sweet and blackness bright."

Copyright,

Personal and Professional

ARCHIE R. CLIFTON, superintendent of Monrovia, Los Angeles County, for three years, has been uanimously elected to succeed County Superintendent H. S. Upjohn upon his voluntary retirement in April. He is a native of Wisconsin, and has been in Los Angeles County for nine years. There seems to be very general satisfaction with the choice. This is one of the highly progressive education counties in the country.

THEODORE FULTON, principal of Thomas Jefferson High School, Los Angeles, for fourteen years, who died recently, was a native of Mertztown, Pennsylvania (1874). He taught in Los Angeles from 1906, and was highly professional, taking a vital interest in all interests of teachers socially, civically, and otherwise.

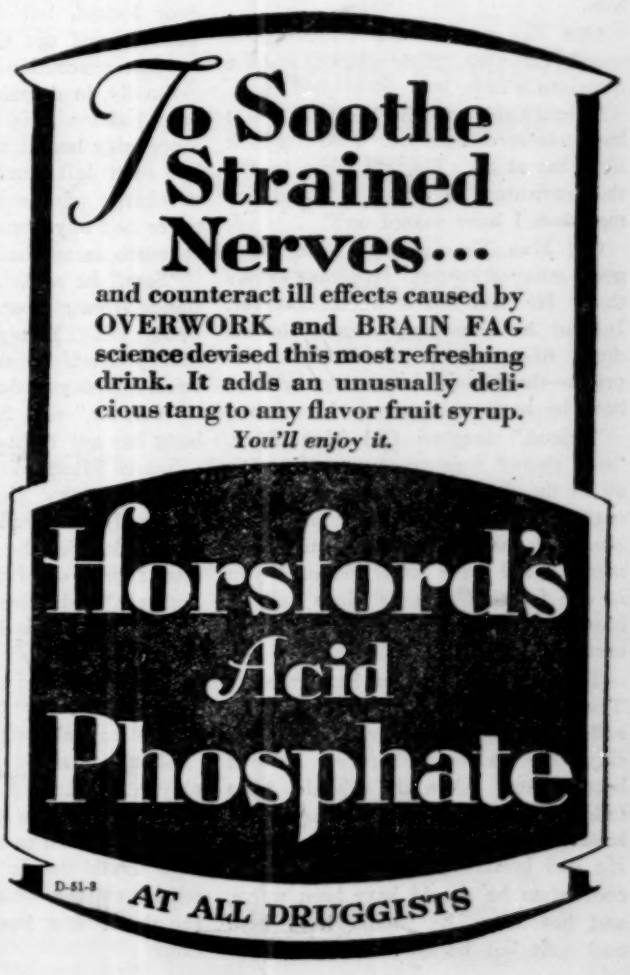
FRED J. PAGE has been unanimously reelected superintendent of Williamson County, Tennessee, Franklin. We recently had an interesting and important article by him on "The Rural School a Community Centre."

C. C. ROSSEY, 50 Church street, New York City, was for six years president of Concord State Teachers College, West Virginia. He is now with one of the largest insurance agencies in the country.

ALLEN P. KEITH, superintendent of New Bedford, Massachusetts, for twenty-three years, was recently honored at a banquet, and given a life membership in the National Education Association in recognition of the twenty-fifth anniversary of his appointment to an elementary principalship. Superintendent Keith is a conspicuous example of eminent success in the creation of community personality through the leadership of civic, social and industrial life by the infusion of a rare spirit in many ways through the schools, the teachers and the youths.

ARTHUR LAMPE, of Virginia, St. Louis County, Minnesota, succeeds C. H. Barnes as superintendent of the county. The Department of Education has a branch office in Virginia, so that Mr. Lampe is conversant with the opportunities and responsibilities of the office.

J. W. HAMILTON, founder of International Carta Day Association, 1907, is actively promoting the observance of Magna Carta Sunday, June 21—always the third Sunday in June. As secretary and founder of the Association he is glad to furnish literature and information free. His address: P. O. Box 512, St. Paul, Minnesota.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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Blueprints of Old Man Time

Old Man Time is a great chiseler. He works just around the corner, making monuments for dead men. while the men are still alive. There he stoops, day in and day out, chiseling away on a fitting shaft for each one of us. He whistles as he works. He is really a very cheerful old fellow—why? Because he has no care. He works entirely from the blueprints handed him by the fellow whose monument he has in hand. What does he care whether the lines of the mouth run down, or whether they run up? Of course, the lines of the mouth make a difference in the looks of the monument. Running down they make it look gloomy and glum. Running up they make it look chipper and cheerful.

Old Man Time carves one way as jovially as he carves the other. The same is true of the look in the eyes—whether the look be candid and straightforward, the sign of nobleness within, or sneaky and unruly, the sign of weakness and guilt, Old Man Time cares not at all. His job is to chisel according to the plans that come to him.

One day as he thus chiseled, the owner came by. One glance, and he flew into a rage.

"Abominable wretch!" he cried. "You have misrepresented me. I do not look like that at all. Do you mean to say that caricature is going to stand for me when I have passed on?"

Old Man Time grinned. He has a great sense of humor. Everyone knows that. He said not a word, however. Instead he rummaged around in his dusty files, and drew out his blueprints—there they were, day by day, hour by hour, even minute by minute.

"Friend," laughed Old Man Time, "why should I misrepresent you? It's all in the day's work for me. I have nothing against you. Examine these blueprints, and then study your monument. If I have misrepresented you in one fraction of a half-inch line I'll blow up on the spot and take the whole earth with me."

The man studied ,then he compared. True, only too true! He had been sullen. He had been sulky. He had been silly. He had been slippery. He had been silent when he should have talked. He had talked when he should have been still. He had been cranky. He had been crooked. He had been cool when he should have been warm, and hot when he should have been cool At last he laid down the blueprints and sighed. Old Man Time put his hands on his hips, and looked at him.

"Would you mind doing that monument all over again?" asked the man. Old Man Time shook his head.

"I follow the blueprints that come to me," he said, "but it is only now and then, only now and then, that I have to change the direction of the lines. Once in a while, a great while, a chap comes along like you, gets disgusted with himself, and sends in hour by hour and day by day a new set of prints." The man walked slowly away, his head down, deep in thought. Did he get a better-looking monument? I don't know. Habit is a strong master, or a gentle friend. It is easier to argue with a friend than with a master.

What Would You Do?

Mr. Tiverton kept the grocery store at the corner of Adams Avenue. For a week before this story opens he had been bothered with petty thieving. The thief always entered by the back door. Mr. Tiverton tried at first to keep the door locked, but so many tradesmen went in and out that he finally gave up that precaution.

Finally, in despair, he called in little Sam Judkins. He knew Sam to be a thoroughly honest and reliable boy. He had often left him for a few moments in charge of the candy counter, and never had any reason to think that he so much as touched a peppermint.

"Sam," he said, "someone is stealing things from my back room. Here is a dollar bill. You will earn it if you hide yourself in there and catch the thief. Will you do it?"

"Yes, sir," said Sam. "I'll do it. Nobody has any right to steal."

Scarce fifteen minutes had passed before Sam saw the back door open cautiously. A head peered in through the crack, then the shoulders followed. Sam slipped out from behind the packing case, and seized the thief just as he had thrust his hand into a pail of hard candies.

"Jim!" he cried angrily, as the little thief raised his face. "What will mother say about this?"

Should Sam be faithful to his employer, to his word, or will he feel that since Jim is his brother it will be enough for him to tell his mother? If Sam should decide to release Jim, and tell his mother, what should he do with the dollar that has already been paid him?

The Optic Nerve

We all have such nerves. Without them we could not see. They are tiny cables that run from the marvelous mechanism of the eye to the much more marvelous mechanism of the mind.

Would you, knowing all this, deliberately do something that would cause these optic nerves to wither, to dry up, to waste away, to become dull and less sensitive to light?

Extracts taken from the A. C. A. Herald:—

"Dr. Francis Dowling in his examination of several thousand tobacco workers found a large percentage affected by blindness in various degrees, from the affected optic nerve, retina, and spine or brain nerve. Blindness from the use of tobacco is reported by Dr. C. A. Wood, of Chicago. Blindness has been found in horses that have eaten the native Australian tobacco. Absolute blindness was developed in the horses that had eaten it from six months to two years.

"Dr. Ramsey, of Scotland, in the Glasgow Medical Journal, says tobacco blindness, at first a functional disturbance, leads to organic change, producing wasting and decline of the optic nerve.

"Dr. A. T. Haight, Chicago Clinic, says tobacco causes inflammation of the optic nerve and blindness. Dr. Bruns, in New Orleans Medical and Surgical Journal, reports tobacco blindness is the result of central inflammation of the optic nerve. Dr. Baker, in Cleveland Medical Gazette, Dr. Doyne, in Royal London Hospital reports, and Dr. Ayres, in Lancet Clinic, all report tobacco blindness.

"Dr. B. H. Brodnax, in the Journal of Paris, says: 'All smokers of tobacco have more or less serious affections of the eyes. The use of tobacco in any way has injurious effects on eyes.' Dr. J. Solberg Wells, in his large book on eyes, says: 'Tobacco causes wasting in size and integrity of the optic nerve and consequent blindness.' Dr. Schweinitz, in the American Journal of Medical Science, says: 'Tobacco causes blindness by causing degeneration and destruction of the most important centre of sight.'"

Can any one afford, after hearing all this testimony, to take a chance by smoking cigarettes?

The Indwelling God

Friends are really wonderful possessions—of course, I mean good friends.

People who are wicked may band together and call themselves friends, but in reality they are enemies, for wickedness drives all things apart. If two wicked people really do love each other, they do so because of some bit of nobleness that each sees in the other. No man ever hungered for a rotten, poisonous thing, or valued a useless thing, or sought after a destructive thing, or horded a valueless thing, or fought for a contemptible thing. Whenever a person steals, or lies, or disobeys the law, the fancied good to be gained is found in the long run not to be good at all.

Only the good is really pleasing to mankind. Only in the presence of good is mankind happy. There is a reason for all this, of course. The reason is within us. Just as we lose good friends when we take up with bad, so the presence within of an evil drives out a friendly good.

This thought is beautifully expressed in the following poem. Since God is all good, he only can be conscious of His presence who has enriched his spirit with good things.

THE INDWELLING GOD.
By Frederick Lucian Hosmer

Go not, my soul, in search of Him;
Thou wilt not find Him there—
Or in the depths of shadows dim,
Or heights of upper air.

Thought answereth alone to thought,
And soul with soul hath kin;
The outward God he findeth not,
Who finds not God within.

And if the vision come to thee
Revealed by inward sign,
Earth will be full of Deity
And with His glory shine!

Thou shalt not want for company,
Nor pitch thy tent alone;
The Indwelling God will go with thee,
And show thee of His own.

Frances Willard

Now and then rare souls, rich in spirituality and endowed with high powers of leadership for good, drift onto the surface of this hard old world of ours, abide among us for a time, receive our insults, and listen to our jeers, but steadfastly, and in all humility, lead us with slow march on to higher planes.

The spirit of Frances Willard, the organizer of the Women's Christian Temperance Union, the ardent advocate of women's rights and children's welfare, was of this rare sort. Because of her leadership America today is free from the shadow of the saloon, and American womanhood stands with American manhood shoulder to shoulder, facing the new era that is in the making.

Frances Willard summed up her own philosophy of life in these words: "The holy place today is not found in the sanctuary or on the mountain, in the cell of the monastery, in the sweet quiet of ease and culture, in Rest Cottage, but the holy place is in the life of humanity, in the midst of the world sorrow, and wrongs, and struggles, in the centre of society, in the great heart of the age. There is thy work, thy mission. From that holy place alone can man or woman pray to be heard, worship to be accepted, believe to be saved."

At the end of her useful days, out of her full experience, came one last sacred message to mankind. The morning of the day she died she said: "I want to say what Mary and I used to say to each other away back in the old days on the farm, when we were going to sleep. I would say to Mary: 'I ask your pardon and I thank you,' and she would say: 'I freely forgive you and welcome,' and then we would change about with the same sweet words of forgiveness and gratitude. I want to say that to you, and to every white-ribboner and to everybody."

Do you like the last words of that great woman? How full of peace they are! Such a lovely spirit would bring peace to you and happiness to those about you.

How Many Hurt?

By H. J. Spoerer

"Suppose," said I, "you chanced to see
A small boy tumble from a tree,
How would you tell that tale to me?"
"Why, Dad," said he, "I'd simply say
I saw a boy get hurt today,
And two men carried him away."

"How many injured would there be?"
I asked. "Just one, of course," said he,
"The boy who tumbled from the tree."
"No, no," I answered him. "That fall
Which hurt the lad brought pain to all
Who knew and loved the youngster small.

"His mother wept, his father sighed,
His brothers and his sisters cried,
And all his friends were hurt inside.

"Remember this your whole life through—
Whatever hurt may come to you
Must hurt us all who love you too.

"You cannot live your life alone.
We suffer with your slightest groan,
And make your pain or grief our own.

"If you should do one shameful thing
You would not bear alone the sting;
We'd spend our years in suffering.

"How many hurt, we cannot state,
There never falls a blow of fate
But countless people feel its weight."
—American Mutual Magazine.

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The BOOK TABLE

ECONOMIC GEOGRAPHY FOR SECONDARY SCHOOLS. By Charles C. Crosby and Alice Foster, both of University of Chicago. Cloth. 618 pages. Profusely illustrated. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

A characteristic of modern secondary textbooks is that they are valuable for all students and everyone else above the sixth grade who desires to be intelligent. "Economic Geogrophy," for example, should be carefully read by druggists, doctors and dentists and every other citizen. There is information in these pages that can be found nowhere else in as serviceable a form as it is here.

The illustrations alone are a modern education. The illustrations are worth more than the cost of the book to any teacher, preacher or editor, to anyone who cares to be well informed about every part of the world that is related to him.

No high school student can afford to think he has a high school education who has not become exposed to all the information in "Economic Geography."

NEW ENGLISH COMPOSITION. By Edwin L. Miller, assistant superintendent, Detroit. Book II, 270 pages. Book III, 202 pages. Book IV, 230 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

In the present decade many American cities have created an American education personality. This is especially true of midwest cities, and Detroit has one of the most distinctive personalities in education. There are several reasons for this. It has a "City Teachers College" in a genuine municipal university, and this "Teachers College" is influenced by the best teaching in the city, and this college influences the best schools with the best spirit and method of this Teachers College.

"New English Composition," by one of the assistant superintendents, is a group of four textbooks unlike any other series ever planned. Each book covers one stage in the composition work of the secondary school course.

Every lesson in each of the four books is intended to play its part in using all that has been learned thus far, and to have an influence in producing desired results in future lessons.

Frank Cody, the superintendent, whose masterful genius this series represents, has producted a secondary school system with a personality as unified as the football team of Notre Dame.

The really surprising feature of E. L. Miller's creation of these four books with their nearly 1,000 pages is the fact that they can be used successfully in any school, because of their elasticity and adaptability.

ENGLISH LITERATURE. By John Calvin Metcalf, Litt. D., LL.D., University of Virginia. Revised edition. Cloth. 564 pages. Richmond, Va.: Johnson Publishing Company.

A text on English Literature must have an attractive and impressive personality in order to achieve results. Dr. Metcalf, to an unusual degree, gives a student a feeling that the author knows each author a little different from what anyone else does, and appreciates the time, place and circumstances under which this poem, essay, or novel was written a little better than anyone else does.

An English Literature text loses most of its charm when the author's chief purpose seems to be to have the student realize how much others have thought of the author he is studying. There is nothing of this in any paragraph of Dr. Metcalf's book.

His whole purpose is to have the student appreciate the author, rather than to have the student think what he, the author, thinks of the selection being studied.

We have appreciated this since the first edition appeared eight years ago, and this charm persists and is magnified in the new edition.

GRAY KITTEN AND HER FRIENDS. By Norman H. Hall. Illustrated by Matilda Breuer. Chicago: Hall and McCreary Company.

This "New Story Reader for Beginners" is the projection of one of the famous stories of the Smedley and Olsen New Primer.

This story of sixty-two pages is such a human touch of animal relationship that any child who reads the first page will read to the end of the last page.

The story has all of the educational value of the old-time repetitive adventure of the short-cut relation of experiences of various animals. Here it is a real experience of Gray Kitten with a puppy. The puppy's short tail, the squirrel's bushy tail, the kitten's long tail. The squirrel could climb the tree, the kitten could climb the tree, the puppy could not climb the tree, but he could make the squirrel climb the tree.

This is characteristic of all the repetitive references of the cat and the mouse, old dog, rabbit, fox, black bear, the moon, pumpkin vine, pumpkin and a Jack-o-lantern, pig.

The illustrations are a beautiful accompaniment of the story.

A GATEWAY TO MUSIC. By Wilton W. Blanche and Jay Speck, both of South Philadelphia High School for Boys. Cloth. 178 pages. Boston, New York, Chicago, Atlanta, Dallas, San Francisco, London: D. C. Heath and Company.

At last there is an inexpensive music book that is valuable and invaluable in every home that desires to enjoy music anywhere.

"A Gateway to Music" is helpful to children who need the rudiments, and to musical artists who play in the highest orchestras.

There is no school with a band, glee club or orchestra in which every player and student will not benefit from it.

Every home from which any member of the family attends a concert of high or ordinary talent will profit by having this book to enjoy before and after attendance.

We can think of no book at any price that contributes as much to the culture of so many persons from childhood to old age as does "A Gateway to Music."

SIX PLAYS FOR SIX GRADES. By Carolyn Barr. Cloth, 100 pages. Philadelphia: The Penn Publishing Company.

Here are six plays fitting each of the first six grades from every angle. The children will take the responsibility for setting the stage, creating the gowning, and adapting the acting.

It is inconceivable that any elementary school will not order this book from the title, and it is certain that every grade will own it where any grade has had it.

Books Received

"The Nature Almanac." The American Nature Association, Washington, D. C.

"The Merchant of Venice." "History of Secondary Education." By I. L. Kandel. New York City: Houghton Mifflin Company.

"Outline of the Literary History of Europe Since the Renaissance." By Paul Van Tieghem. New York City: The Century Company.

"Essays in Comparative Education." By I. L. Kandel. New York City: Bureau of Publications, Teachers College, Columbia University.

EDUCATION IN ACTION

The Gifted Child Is Subjected to Study

Tests Eight Years Apart, Made in California, Show Progress of Pupils Varies More Than Anticipated

For the first time in history a systematic effort is being made to follow the development of unusual children. More than $60,000 has already been spent on this study conducted by Dr. Lewis M. Terman and his associates at the University of California. Eight years ago 1,000 gifted children — the brightest four or five in each thousand —were located in the public schools and studied by psychologists in all aspects of their development. Now that the children are eight years older the study has been repeated, and it is planned to make at least two more investigations in later years.

Making allowances for the technical problems of the tests, the psychologists conclude that most of the group are maintaining their high mental level. In some cases, however, the children seem definitely less bright than they did eight years ago. Thirty-eight boys and thirty-five girls under thirteen show a decline in I. Q., as measured by the same test they took before—the Stanford-Binet. But while the boys have lost only three points on the average, the girls have on the average dropped thirteen points.

This is a surprising discovery. What has been happening to these children? Nothing was found to account for the decline. If it was the test, why would not the girls hold up as well as the boys?

The theory is advanced by Dr. Terman that we may have here evidence of a change of rate of growth in certain children mentally as well as physically. Some children seem to grow in physique by spurts and starts.

The 1,000 gifted children of Dr. Terman's study also showed special abilities and special disabilities. One member of the group became psychopathic and committed suicide; another has had an extended career as a delinquent. Some, in spite of their high ability, are so lacking in ambition or ability to work consistently toward a distant goal that they drift aimlessly from job to job.

On the other hand, there are many more of the children who show remarkable developments in personality balance, stability of character and successful accomplishment.

If some of the children now showing such exceptional promise in these various fields do not end with high accomplishments in the world, this failure will be a serious indictment of all our educational procedure, it was stated. It is scarcely believable, however, that many of them will not realize the promise of their youth.

Chicago Schools Bar Life of Catherine II

A history book dealing with the life of Catherine the Great of Russia was ruled out of the Chicago public schools recently as "unfit reading matter for children of school age." Superintendent of Schools William J. Bogan made the ruling after he had read Katherine Anthony's biography of Catherine II. He said he found several passages dealing with her love affairs which he considered "entirely too raw." The book was called to his attention by E. H. Wise, whose daughter had been assigned to read it by Miss J. Louise Hanna, Austin High School history teacher. Miss Hanna defended her action.

Married Teachers Upheld in New York

The New York Assembly recently voted down a resolution introduced by Assemblyman Swartz of Buffalo, looking to replacement of married school teachers whose husbands were making enough to support both. Mr. Swartz's resolution called for a survey of the number of married women in official positions whose husbands were able to finance their homes. He argued in behalf of it as an unemployment relief measure.

Vocational Training Is Aim of Syracuse Students

That a greater percentage of boys and girls enter college to prepare for a definite vocation than for any other reason, is suggested by the investigations of Dr. Floyd H. Allport, social psychologist of Syracuse University, and Dr. Daniel Katz, formerly of Syracuse, now assistant professor of psychology at Princeton University. The trend in America toward a more practical college training is reflected in the fact that seventy-two per cent. of 3,510 Syracuse students checked the statement "in order to prepare for a certain vocation" in reply to a query as to why they had come to college. While seventy-two per cent. of the students checked the vocational purpose for entering college, sixty-five per cent. included "for general improvements in culture and ideals" as one of the most important of their reasons. The third heaviest vote was given to a reason closely allied to the occupational factor, for forty-eight per cent. of the students checked the statement "because a person with a college degre can obtain a better position and earn more money." Twenty-one per cent. thought that an important reason for their coming to college was the wish of their parents.

School Building Program Planned

Overcrowded conditions in Kansas City high and elementary schools will be alleviated by a $5,000,000 building program planned by city officials. Immediate steps to alleviate the condition have been hindered, however, by inability of the school board to agree on how far elementary schools should be given precedence in building expenditures.

Purdue Given Land for Airport

David E. Ross, president of the board of trustees of Purdue University, has purchased and deeded to the university three tracts of land totaling 157 acres, to be developed as a Purdue airport. The land is level and free of trees, and lies a half-mile southwest of the campus, adjoining Edgewood farm, which is owned and operated by the university. The area purchased by Mr. Ross has been inspected by representatives of the Department of Commerce and approved for aircraft purposes. Adequate markings have been placed for the new airport and the field has been included in the new airport map of this region prepared by the Department of Commerce. For several years the university has given courses in aeronautical engineering. Acquisition of the new flying field will mean expansion of all phases of instructional and research work.

Empire State Schools Spent 15% More in 1930

Each of the 2,096,337 youngsters in the New York State public schools cost taxpayers $131.61 in 1930, or $9.30 more than in the previous year, according to figures compiled by the State Department of Education. Their 73,218 teachers received average annual salary increases of $119.94, and about 72 per cent. of all the money the state spent in maintaining its schools. The

salary increases constituted 66 per cent. of the total increase in state education. In the cities the cost of educating the individual pupil was $137.37, as compared with $131.63 in villages under superintendents, and $109.42 in other districts. The total cost of maintaining the schools during the year was $244,684,859.62, exclusive of the expense of debt service and capital outlay, the Statistical Bureau of the State Department said. Including the expenses of debt service and capital outlay, the total expenses were $376,071,512.37, an increase of $51,665,617.25, or 15.9 per cent. over the previous year.

53 of Faculty Fail In Columbia Test

Retaliating after the two-week period of examination and mark-posting at the mid-year at Columbia University, the Spectator, undergraduate daily, revealed in resuming publication that a test had been given by members of its staff to more than fifty members of the faculty, all of whom "flunked." The questionnaire used was taken from an article by Thomas Beer in a recent issue of Scribner's Magazine and included forty queries. Of fifty-three sets of answers, only ten were complete, and only four of these responding would allow their names to be used in connection with their marks. The highest grade attained by a member of the faculty was 55.1 per cent. According to the Spectator, "Many of the gentlemen who pose question after question to downtrodden college men were reluctant to undergo an examination themselves. Chief among those who refused to take the test were members of the physics, engineering, chemistry and geology departments." One of the interviewers who gave the tests said most of the men he approached had referred him to other members of their departments, rather than answer themselves. All seemed to take the matter seriously, he added, except Dr. Clarence A. Manning, who teaches Russian literature. It was he who got the maximum of 55.1 per cent. Answers to some of the posers, another interviewer said, indicated that professors are just as prone to "bluff" as students.

High School Fraternities Widely Banned

Students in a majority of the cities of this country are not allowed to form high school fraternities, according to the Office of Education, which has just reported that 101 of 171 cities replying to a questionnaire said that the societies were forbidden in their school systems by the education board or by the State law.

In twenty-two cities the penalty imposed for violation of the rule is expulsion, and in fifteen others suspension, according to the Federal educational commissioners. The remaining cities reported that the penalties imposed were as follows: Offenders forbidden to take part in school activities; credits withheld; fine of $25; withholding of honors and class standing, or such penalty as shall accomplish enforcement.

Education Crisis Seen by Newlon

American education is facing a crisis which it will never solve if it continues to think in terms of "the civilization of Andrew Jackson," declares Dr. Jesse H. Newlon, director of Lincoln School of Teachers' College, Columbia University. "Machinery has created a new civilization," he asserted, "and culturally we are passing through one of the greatest transformations in the history of a race, but we still think in terms of the old pioneer civilization." Dr. Newlon said that education must "run with the times," that the teacher of tomorrow must face the problems of the world, and that the school of the future "must examine without fear all phases of the social system of which it is a part."

Aviation Courses Proving Popular

A survey made by the Aeronautical Chamber of Commerce reveals that there are 3,593 college students studying aviation this year, an increase of nearly one-third over last year's total of 2,406. More than a third of the students, 1,419, are enrolled in four-year courses that lead to bachelors' or masters' degrees in aviation. Colleges offering aviation courses also have increased from 61 last year to 74 this year. Fourteen of these have regular four-year aviation courses leading to degrees in aeronautical engineering or air transportation, and graduate courses as well. There are 278 teachers of aviation subjects on college faculties, of whom 63 are on full time. A year ago there were 190, with 40 on full time.

Success Course In High Schools

The lad who made up his mind at eight that he wanted to be a policeman or fireman, hereafter will have the machinery of the public school system of New York City at his disposal when he reaches the freshman class in high school, for a new course is to be introduced into the high schools which will teach pupils how to go about the business of making their dreams come true. The secrets of success have been reduced to textbook form, and will be inculcated in the minds of the city's youth through the new course in the second half of the first year in high school. Those who aspire to flourish in the building trades, the garment industry, or the law, will be assisted in cataloguing their talents and limitations, with a view to determining whether or not their ambitions are capable of fulfillment.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

A high school English class in a prominent New England city were discussing recently "Childhood Books which I have Enjoyed." Their teacher has written us this interesting fact brought out as a result of discussion: "Nearly every girl in this class of college preparatory students named Arlo as being the book character who had been of the most interest, enjoyment, and inspiration to her. Many said that even now they picked up the book to read over again favorite bits."

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$10,000,000 College Sought for Scotland

An endowment fund of $10,000,000 with an immediate goal of $1,000,000 is sought by the American Iona Society for the purpose of creating a university for the Scottish Highlands, to serve as a world centre of Celtic culture and to bring learning to a neglected part of Scotland. Prominent men and women on both sides of the Atlantic are interested in the project. Inverness, the capital of the Highlands, has been selected as the location for the new institution. "Our purpose is not to establish a university of the conventional type," declares Richard M. Montgomery, president of the society, "but one that will meet the needs of the area that stretches from Shetland to Argyll. It will stress the useful arts so that the population will be able to live on its native soil in greater comfort."

Penn Changes Sports Policy

The entire athletic system of the University of Pennsylvania has been subjected to sweeping changes in an effort to eliminate so-called over-emphasis from competitive sports. Dr. Thomas S. Gates, president of the university, made the announcement to this effect after an exhaustive survey of conditions at the University of Pennsylvania and elsewhere. Effective at once, the president's statement of policy reveals the decision to eliminate athletic training tables and spring football practice, to readjust intercollegiate schedules and reduce intersectional competition, to install all coaches as faculty members and abolish the present council on athletic control. Under the head of "intercollegiate relationship," President Gates says: "While the efforts of alumni and friends of the university directed toward the proper presentation of the advantages at Pennsylvania to prospective students should be regarded as highly commendable, the practice of applying undue persuasion in order to influence more schoolboys of particular athletic ability to enroll at the university will be discouraged, on account of the harmful implications usually associated therewith." The placing of teams and all other athletic activities within the scope of a department of the university and giving coaches faculty status and pay, aroused widespread comment in Eastern college circles. Princeton authorities called the reorganization a wise step, but Yale and Harvard officials declined to comment. Harvard is cutting its 1932 football schedule from eight to seven games. Opinion at Columbia and at New York University was reserved. Dr. Robinson of the College of the City of New York hailed the plan as a forward move, as did President Bratt of Rutgers.

College Aim Is Better Citizenship

The honor system in college examinations was recommended for universal adoption as a character-building institution and a "standard of rectitude in living" by Dr. John Grier Hibben, president of Princeton University. He stressed the necessity for cultivating high moral standards in college students. He said the primary requirement of the higher education was not scholarship so much as "education for citizenship and the fulfillment of an obligation to the community at large." "The duty of colleges is fundamentally to enlarge the capacity of the human mind for marshaling the significant facts of the great body of knowledge available," said Dr. Hibben. "This knowledge must be brought to bear on the problems of life and citizenship if the modern higher education is to be justified."

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"How many points do you get for a little slam?"—Puppet.

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"Aye, mon," Sandy replied, "they fit weel enough on me, but they were a wee bit too tight for my brither on the nicht shift."—Answers.

When Did It End?

The dull boy in the class unexpectedly distinguished himself in a recent examination, when in replying to the question, "How and where was slavery introduced into America?" he wrote: "No woman had come over to the early Virginia colony. The planters wanted wives to help with the work. In 1619 the London Company sent over a shipload of girls. The planters gladly married them, and slavery was introduced in America." — Holyoke Transcript.

Correction

Flapper—"My uncle in Venice is sending me a gondola. How am I going to play it?"

Big Boy—"You don't play a gondola; you throw it over your shoulder like a shawl."—Exchange.

Only Temporary

Dusty Ike—"Please, sir, I've a sick wife—could you help me out?"

Business Man—"I can give you a job next week."

Dusty Ike—"Too late! She'll be able to go to work herself by then."—Pathfinder.

Adam and School Age

By Joseph Lee

(Boston Herald, February 16, 1931)

Whenever a bill to raise the school age is before the legislature—and there is a most excellent one introduced by the State Board of Education just at present—somebody always gets up at the hearing, and says: "Look at Abraham Lincoln. He never had any schooling to amount to anything, and see what he accomplished. Look at Franklin, look at Edison, look at several other people. If these don't convince you, look at me."

Well, there is something in it. The school can neither insure success, nor will its absence infallibly prevent it. Take Adam, for example. Barring a trivial experiment in horticulture and a belated laboratory experience in useful occupation, he had no schooling. And see what he produced! There is certainly something in the contention that lack of schooling may be overcome. And yet these instances are not conclusive. Lincoln was brought up on hard and varied outdoor work, and on the Bible, not in city streets. And what is more important, he was Lincoln. When our whole juvenile population has reached his level it may graduate. As to the value of Adam's output, the returns are not all in.

The school still has its place. And if it is of any use at all, the trying period of adolescence — especially the crucial year from fourteen to fifteen, which the proposed law would add to our school age—is not the time at which its influence should cease. Least of all should boys and girls at this crucially important period of growth be set to work under our present industrial conditions, under which children of that age are not wanted, except for tem-

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Yale Rejects Pillsbury Fund

The Yale Corporation, following a meeting recently, announced that it had declined the $25,000 bequest of the late Albert E. Pillsbury, whose will stipulated that the money was to be used for the purpose of "developing sound public opinion and action" against the modern feminist movement. In declining the bequest the corporation approved the recommendation of its prudential committee made previously. This bequest has also been declined by Harvard, Princeton and Columbia. Mr. Pillsbury in his will said the feminist movement "has already begun to impair the family as the basis of civilization."

Lipstick Banned

The seventy-five women in the entering freshman class of the School of Business of the College of the City of New York are enjoined from wearing lipstick, jewelry, or any other of the fineries distinctive to them, according to a special code of interclass regulations, known as the "ten commandments." For the first time in the history of the day session of the college there are women in the sophomore class. Their manner of retrenchment against the newcomers is expressed in the commandments by which the freshmen also are ordered to wear bows of lavender and black ribbon on their left shoulders during the first six weeks of the term. They will not be excused from knowing all the college's songs and cheers.

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